DOCUMENT RESUME

ED 118 947 95 CE 006 517

TITLE A Model Project in Career Education, K-12. Interim Report, December 1974.
INSTITUTION Wyoming State Dept. of Education, Cheyenne.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO V361203
PUB DATE Dec 74
GRANT OEG-0-73-5281
NOTE 76p.; For related document, see CE 006 518

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage
DESCRIPTORS Career Awareness; *Career Education; Career Exploration; Career Planning; County School Systems; *Educational Objectives; *Educational Planning; Educational Programs; *Elementary Secondary Education; Library Collections; *Program Descriptions; Resource Materials; School Libraries
IDENTIFIERS Natrona County School District; *Wyoming (Casper)

ABSTRACT

The document presents an interim report of a project to establish career education programs for K-12 students in the Natrona County School District of Casper, Wyoming. Project activities were divided into: (1) career awareness, grades K-6; (2) career exploration, grades 7-9; (3) career preparation, grades 10-12; and (4) guidance. To meet the objectives, staff development activities, curriculum implementation, material distribution, a resource survey, job placement, job interviews, and field trips were undertaken. A third party evaluation concluded that the project was successful. Appended materials make up a major part of the document. An organizational chart is presented in Appendix A and is followed by suggested goals and subgoals for elementary schools (Appendix B), East Junior High School (Appendix C), and Kelly Walsh High School (Appendix D). The goals are based on career awareness, self-awareness, attitude development, educational awareness, economic awareness, consumer competencies, career planning and decision-making skill development, career orientation, and career exploration. Single-page unit outlines developed for the K-6 component are presented in Appendix E. Appendix F (22 pages) lists locally available career education materials (books, learning activity packages, cassettes, filmstrips, filmstrips with cassettes, filmstrips with records, kits, and 16mm films). (EC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED1189947

DEC 5 1975

INTERIM REPORT

Project No. V361203

Grant No. OEG-0-73-5281

A Model Project in Career Education, K-12

Exemplary Project in Vocational Education
Conducted under Part D of Public
Law 90-576

Paul L. Sinemore
Wyoming State Department of Education
State Office Building West
Cheyenne, Wyoming 82002

December 1974

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE008517

INTERIM REPORT

Project No. V361203

Grant No. OEG-0-73-5281

A Model Project in Career Education, K-12

Exemplary Project in Vocational Education
Conducted under Part D of Public
Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Paul L. Sizemore
Wyoming State Department of Education
State Office Building West
Cheyenne, Wyoming 82002

December 1974

TABLE OF CONTENTS

Page

I. Title Page

II. Project Summary 1
A. Time Period 1
B. Goals and Objectives 1
C. Procedures Followed 2
D. Results 2
E. Evaluation 3
F. Conclusions and Recommendations 3

III. Interim Report 4
A. Problem Area 4
B. Objectives of the Project 5
C. Project Design 6
D. Results and Accomplishments 8
E. Evaluation 19
F. Conclusions and Recommendations 19

IV. Appendices
Appendix A - Organizational Chart
Appendix B - Suggested Goals for the Elementary Schools
Appendix C - Suggested Goals for East Junior High School
Appendix D - Suggested Goals for Kelly Walsh High School
Appendix E - Suggested Units for K-6 Component in Career Education
Appendix F - Career Education Materials in the Natrona County School District

PROJECT SUMMARY

A. TIME PERIOD: June 1, 1973 to August 31, 1974

B. GOALS AND OBJECTIVES:
The goals of this project are to assist each student in:

1. Making a rational career choice based upon his own abilities, knowledge of job possibilities and hands-on experience in his chosen job.

2. Mastering entry level skills in his chosen career.

3. Receiving adequate preparation in related academic skills.

4. Exhibiting responsibility by completing work plans.

5. Developing adequate self-identity through interaction in work and school situations and knowledge of his own abilities.

Objectives:

Career Awareness K-6

Students will demonstrate positive attitudes toward the career choices of people; toward work, as a means of achieving many satisfactions; and toward work in relation to themselves.

Students will demonstrate an awareness of the life-styles, values, major duties and responsibilities involved in a number of careers.

Students will know the existence of many differing careers.

Students will have the knowledge and skills to obtain additional information about careers.

Career Exploration 7-9

Every student shall be able to use basic occupational information sources as a means of increasing his understanding of the requirements and opportunities available in his career area.

The base of community resources will be broadened to support the career education process.

The child will become acquainted with problem solving techniques to help him make the eventual transition from school to work.

Objectives (continued)

Career Preparation 10-12

Every student should be able to select a combination of program offerings which will enhance his post high school plans and prepare him for a future career area.

Activities will be available for every student to help them become employable and stay employable.

Guidance

Provide students, teachers and administrators supportive materials, data and information, which calls for change in instructional practices or supports the continuation of present methods.

Counselors are to assist each student in better understanding his abilities, interests and relationships to those around him.

C. PROCEDURES FOLLOWED

The procedures used are interrelated and are best described in terms of the comprehensive program. The program's four phases were to develop students' career attitudes and awareness, orientation, exploration, and preparation at successive grade levels. There was some overlapping at the grade levels, and there will continue to be because of individual students' readiness and needs. It is also expected that earlier phases of the program will continue in some form throughout education; i.e., attitude development can be expected to continue in more specific or sophisticated forms until preparation is complete.

Experience with an earlier Career Education Demonstration Project indicated that the implementation of these phases required:

1. Development of attitudes and skills of the staff, administration and the school board.

2. Development and/or acquisition of curriculum materials.

3. Effective implementation in classrooms and community.

D. RESULTS

Natrona County School District No. 1, Casper, Wyoming, contracted Dr. Fred Pierce, formerly Director of Student Activities and Assistant Professor of Education at Wayne State, as local director of the project.

Dr. Pierce attended a national meeting on implementing Career Education Programs, and visited two Career Education programs in operation.

Inservice activities were planned by Dr. Pierce and the Assistant Superintendent for Curriculum. These inservice sessions for the staff focused on the concept of Career Education and methods of integrating the concept into the regular curriculum.

Administrators, teachers and other staff members visited existing Career Education projects within the state as well as projects outside the state. These visits proved to be very valuable to staff members in supporting the concept of Career Education and they brought back many good ideas and ways to implement the concept in their own classrooms.

Teachers were released from their regular duties to attend inservice meetings, and workshops were held during the summer of 1974 for staff members to prepare curriculum materials for classroom use. University credit was granted for these workshops.

Commercial materials, and equipment were purchased to furnish resource centers, as well as for classroom use.

A Career Education Committee, composed of administrators, teachers, and the local director was established. A committee at each building was organized to inform and advise the general committee on plans, progress and problems at each level.

E. EVALUATION

A third-party evaluation was conducted at the end of the first project year, and the quality of the project is excellent in all areas. Excellent planning by the project director to maximize the use of available resources, and the cooperation of administrators and other staff members should contribute to the success of the project in the future.

The evaluation report has been distributed to all interested parties including the Regional Office of Education, Denver, Colorado.

F. CONCLUSIONS AND RECOMMENDATIONS

The overall conclusion is that the program is excellent, and that progress in all areas is satisfactory; in many areas it is excellent.

INTERIM REPORT

A. PROBLEM AREA

In Wyoming the development of occupational education has been more limited than in most states. This slow development has been caused by at least three related factors: (1) sparce population, (2) high relative per pupil costs of education, and (3) limited industrial and economic development. This third factor has probably been responsible, more than any other, for the low degree of awareness among the populace of the urgent need for occupational education.

Like many of the nation's agricultural states, Wyoming has in recent years found its farmers and ranchers facing reduced manpower needs. Consequently, young people began leaving rural areas for communities where occupational opportunities were more varied. Unfortunately, many of these young people lacked an education which would equip them to compete successfully with graduates of comprehensive educational systems.

Many Wyoming students have been educated in very small, sometimes understaffed schools. While the level of education has been excellent in many cases, its scope has been quite narrow because of the obvious limitations placed upon extremely small faculties. Many of Wyoming's schools have been, and still remain, isolated from industrial and technological environments. Families, teachers, and their communities often seem unaware of the need for emphasis on occupational education, particularly of the role of attitude development in that process. For example, many rural young people in Wyoming have never held part time or summer industrial jobs and do not know the requirements of different occupations, or the procedures to follow in obtaining a job. In both rural and small urban areas, many young people have lacked positive direction from parents, teachers, or counselors. Also, they have never seen friends and relatives adapt successfully to an industrial environment. All of these factors have imposed barriers to the positive development of attitudes and knowledge, of competencies and skills, and, employability.

The content and sophistication of traditional academic and vocational programs have generally been unsuitable for most students because they have been focused on the extremes--the values and behavior patterns either of college bound students or of potential drop-outs. The development of vocational, technical education in Wyoming since the Smith-Hughes Act of 1917, has, in recent years, reached a point of diminishing returns. The predominately agricultural economy once created a need for vocational, agricultural and consumer homemaking education. Programs in these areas had been developed, but since little demand existed, few other occupational programs had been established. These traditional programs lacked objectives which paralleled the needs of today's evolving technological system.

It became apparent that an expanded system of occupational education was needed in the State of Wyoming. It also became apparent that a unique approach was necessary in order to eliminate isolated courses and provide a comprehensive system which would prepare young people for the broad spectrum of changing work opportunities. The original project writers held to the view that all education should be "occupational" education. Accordingly, the emphasis of this project was from the first on planning and demonstrating this comprehensive concept of occupational education.

The idea that the only "good" education is a four year college degree had, unfortunately, been widespread throughout the state. Some occupations do, of course, require a four-year college education; others require a two-year education; others, several months; and others, even less. It had become time to plan education for all children. Having become aware of the importance and necessity of expanded career education, the state's citizens and educators combined to form a broad base of public support for program implementation.

B. OBJECTIVES OF THE PROJECT

CAREER AWARENESS K-6

Students will demonstrate positive attitudes toward the career choices of people; toward work, as a means of achieving many satisfactions; and toward work in relation to themselves.

Students will demonstrate an awareness of the life styles, values, major duties and responsibilities involved in a number of careers.

Students will know the existence of many differing careers.

Students will have the knowledge and skills to obtain additional information about careers.

CAREER EXPLORATION 7-9

Every student shall be able to use basic occupational information sources as a means of increasing his understanding of the requirements and opportunities available in his career area.

The base of community resources will be broadened to support the career education process.

The child will become acquainted with problem solving techniques to help him make the eventual transition from school to work.

CAREER PREPARATION 10-12

Every student should be able to select a combination of program offerings which will enhance his post high school plans and prepare him for a future career area.

Activities will be available for every student to help them become employable and stay employable.

GUIDANCE

Provide students, teachers and administrators supportive materials, data and information, which calls for change in instructional practices or supports the continuation of present methods.

Counselors are to assist each student in better understanding his abilities, interests and relationships to those around him.

C. PROJECT DESIGN

The overall design of this project A Model Project in Career Education, K-12, called for establishing meaningful, well-developed career education programs with a strong guidance and counseling component.

At the elementary level, the Project was aimed at integrating activity centered experiences into the existing curriculum. These activities provided meaningful experiences which aided in the development of positive self-concepts, appreciation of all vocations, understanding of workers, positive attitudes towards work, and the concept that all work has dignity.

At the junior high level, the Project provided for broad based occupational exploration including classroom, shop, laboratory and field experiences in a variety of occupational areas.

At the secondary level, the Project was aimed at increasing knowledge about occupations and work settings, applications and job interviews, helping the student understand employer-employee relationships, and clarifying the decision-making process as it relates to self.

Activities that help relate subject matter content to actual work situations are being integrated into the various disciplines. Assistance was provided in selection of appropriate course work and actual "work" experiences were provided through cooperative vocational education programs.

Since many students in the high school had little or no access to vocational guidance and placement services, improvements were made to provide these services to those students to insure the

placement of all existing students in either a job, post-secondary occupational program, or a baccalaureate program.

Natrona County District One is a recently reorganized county-wide district. There is one major population center, Casper, of about 45,000 people and numerous small outlying clusters of ranching and farming families. Two of the county's three secondary schools are located in Casper. The ethnic composition of the city is typical of the state as a whole; there is a predominantly white population with small Black, Indian, and Spanish-American minorities. The major industries are ranching and oil, including exploration, refining, and support services.

The site includes thirty-seven individual attendance centers with seven hundred and fifty professional certificated staff members and approximately 13,636 students. In order to concentrate on the implementation of career education in Natrona County, the following attendance areas were selected for the Career Education Model Project K-12:

School	Student Enrollment	Faculty & Staff
Pineview Elementary	495	21 1/2
Manor Heights Elementary	334	14 1/2
Willard Elementary	308	16 1/2
University Park Elementary	174	7 1/2
Fairdale Elementary	427	17 1/2
Poison Spider Elementary	214	10
Work Training School	72	5
East Junior High School	964	59
Kelly Walsh High School	1,202	64
	4,190	215 1/2

Poison Spider Elementary School will give the county rural area the opportunity to participate in the career education project.

The elementary schools are serviced by East Junior High School and East Junior High School, in turn, is serviced by Kelly Walsh High School.

The county has two non-public elementary schools and no non-public secondary schools. An elementary parochial school will be invited to participate in program activities, particularly staff workshops. Materials will be made available to them to the greatest extent possible.

The emphasis of this program began in kindergarten with an attitude development phase which continued through the elementary grades (K-6). Desirable attitudes such as a desire to work, responsibility, loyalty, dependability, appreciation for quality, dignity of work well done, and pride in accomplishment, were emphasized. This aspect of the program did not call for additional curricula, but provided a new emphasis in the existing curriculum toward the development of positive attitudes regarding the world of work.

A second phase of the program was to provide career orientation at the junior high level. This phase provided students with information about occupations such as, preparation necessary, openings, salary, job-entry levels, education, job interest, aptitude evaluation, appreciation for the work of others, community resources, interviewing, applying for a job, and personal grooming. Wyoming Occupational Resource Kits (W.O.R.K.) were used as part of the Orientation phase.

A third phase called for career exploration. Students were given an opportunity to explore and gain understanding of as many occupations as possible, including office occupations, construction occupations, hospitality occupations, transportation service and repair occupations, health occupations and family and community service occupations.

The fourth phase called for career preparation at the upper secondary level. Cooperative education programs were used during this phase. A placement center was also established to put students in an occupation in this phase. This method of instruction has proved successful in closing the gap between school and employability.

D. RESULTS AND ACCOMPLISHMENTS

The "Results and Accomplishments" portion of this report deals with staff development activities, and other activities to meet the objectives of the project. The third-party evaluation report deals more specifically with the success or failure in meeting the objectives of the original proposal.

Natrona County School District No. 1, employed Dr. Fred Pierce, who was formerly employed by Wayne State College as Director of Student Activities and Assistant Professor of Education, as the local project director.

The local project director spent five days in San Francisco at the National Academy for School Executives sponsored by AASA. The focus of this meeting was the implementation of Career Education Programs.

The local project director visited the Jefferson County, Colorado, Career Education Project. The purpose of this visit was to observe another project in action and to interview their project staff to obtain information about techniques and procedures.

The local project director visited Riverton, Wyoming, to observe their Career Education Exemplary Project in action.

Dr. Pierce, and the district assistant superintendent for curriculum, Dr. Gerald Ross, planned inservice sessions with principals and teachers. The major purpose of these sessions was an orientation of teachers and staff towards the purpose and concept of Career Education. A series of meetings was planned in each school involved in the project. Some of these were at regularly scheduled faculty meetings and some were during specially scheduled meetings. Preliminary interviews with the administrative staff at these schools indicated all principals to be very enthusiastic. State Department of Education staff have also visited the administrators in these schools and reported that the principals were very enthusiastic about the project.

Inservice sessions with teachers were planned. These sessions focused on the concept of career education and stressed the same information that has earlier been presented to principals. These sessions were scheduled either during regularly scheduled faculty meetings, or, in some cases, during specially called meetings.

The local project director and other staff members visited Riverton, Wyoming, to observe that project in action. Those from Casper who visited Riverton included six lower elementary teachers, six upper elementary teachers, two elementary principals, one junior high principal, one senior high principal, one junior high teacher, two senior high teachers, and one counselor.

A bi-weekly newsletter on career education activities was published. It was disseminated to all schools in Natrona County District No. 1, to the Office of Education project officers, to other Career Education Directors in the region, to administrative personnel in Natrona County School District No. 1, to local school board members, and to the Wyoming State Department of Education. The purposes of the Newsletter were to disseminate to the teaching staffs of all Natrona County schools ideas of interest, easily followed suggestions for presenting Career Education programs, current developments related to career education, and to serve as a sounding board in providing teachers a forum for expressing their ideas or concerns.

A community resource booklet for the 1973-74 school year was compiled by the Career Education Office and distributed to all teachers in the school system. This booklet, published with the assistance of the Casper Chamber of Commerce, listed guest speakers who had volunteered to talk on a variety of subjects to classes in the system.

A major activity of the project was to implement curriculum pertaining to careers. Some examples of this newly implemented curriculum are discussed below.

1. One junior high class began a library research on careers of interest to the students. After they finished gathering background material, the students gave oral reports before a video tape monitor and had a chance to view their presentations.

2. The junior high school library established a career corner which is an easily accessible center housing information about a variety of jobs. The career center contains pamphlets, books, films and cassette-tapes, and an SRA career information kit, and a micro-fiche reader all available for use at any time by students and teachers. There is a great deal of additional instructional material available for teachers.

3. A ninth grade civics teacher involved one class in a pilot program dealing with career education. The class was based on the textbook entitled Succeeding in the World of Work. During the course, students explored such topics as You, and Work, and Jobs, Choices and Opportunities. Community resource people served as guest speakers; each was asked to include the following in his presentation:

   a. the educational preparation required for his job

   b. special training

   c. trials and tribulations experienced in the career

   d. part-time job possibilities in the field

   e. related areas for the students to investigate and experience

   These presentations provided ample time for students' questions.

4. Another junior high class completed a unit on careers in the field of radio. The students utilized their library skills in researching various aspects of the subject, then they wrote short reports from the material collected.

Small groups also wrote and performed many radio programs. Based on criteria discussed in class, students evaluated local and Denver newsmen, sportscasters, and weathermen. Highlights of the study included a guest speaker who was a manager of a local radio station.

5. In order to orient students to a job-conscious society, one junior high social studies teacher replaced her grading system with a money value system. Thus students earn money rather than grades as they would on a real job. The teacher impresses upon the students that their report card is a pay check for the work they have done. It depends upon them, their interest, their ability, and their responsibility to fulfill the requirements set by their employer which determines what their compensation will be. The students keep a personal itemized sheet of their earnings in a folder, from time to time, adding and averaging their earnings. The teacher impresses upon the students it is their interest in the work that provides them with the desire to want to do better, to set their goals and reach them. This same ability will be present in the job world.

6. At the high school level, several student assistants worked in the nurses' office to obtain actual experience in some phases of school health, providing them with orientation into health-related occupations. Generally, the students applied for work in the nurses' office because of an interest in some aspect of health careers. A consideration in selecting the students was whether their own general health could stand exposure to illness. The students received orientation from the nurse, but a considerable portion of their learning was derived daily from doing tasks under the nurses' guidance and supervision. These students assumed responsibility in such office procedures as recording each student's visit, complaint, if given, checking and restocking general first aid supplies, filing, answering the telephone and greeting new students. They also learned to take and read temperatures, and to handle, clean and disinfect thermometers, how to cope with minor ailments, and when to help in other illnesses, accidents and emergency situations. A major orientation task was teaching students the importance of personal integrity and the obligation of granting privacy, tolerance, and, compassion to others. The responsibilities of these student assistants were comparable to the routine tasks of non-professional and paramedicals in the general medical offices and clinics.

7. Some elementary teachers began using highly imaginative approaches in their introductions to career concepts. Combining science and language arts skills, one fifth grade class planned an imaginary trip to an imaginary planet. The students listed the occupations required to establish a new colony, considered the people needed

for governmental positions, and how to distribute work and supplies. Each student prepared a paper through research into the particular work area of his choice.

8. A first grade at Poison Spider Elementary School, a rural school in Natrona County, has extended a unit on food to include the students' role-playing the occupations involving food preparation and service. The students were assigned to role-play specific jobs and discuss why each person is qualified for his particular job.

9. An intermediate health class in Casper's Parochial school developed projects on the health services in the community including visits to the hospital and ambulance service. The students interviewed doctors and hospital workers on location and took home movies and tape recorded their interviews. They made charts on the various occupations they observed, emphasizing that field trips and interviews play a valuable role in developing career awareness.

10. A team of third grade teachers in an urban elementary school developed a grocery store project into a career education experience which spanned a period of several weeks and was correlated with their regular curriculum activities. Students discussed jobs, wrote letters to the store owners, added prices, and learned to write checks. They made labels to practice spelling and penmanship and made menus for a health class.

11. Another third grade teacher extended a reading story about restaurants into a classroom activity which helped the students to become aware of what the restaurant business involves. A local restaurant owner was a guest speaker in the classroom describing various jobs related to restaurants. The students made up their own menus and used recipe books to plan menus. Even the spelling class was brought into the act by including such words as "entree" and "appetizer" in that week's spelling list.

12. A team of fifth grade teachers introduced their students to careers in the newspaper world by touring the Casper Star Tribune building.

13. During the Christmas season, some teachers became interested in a program entitled Holiday Career Web featured in Career Education in Santa Barbara. A class was asked to make a list of the many different people who were involved in the Christmas card business. This required tracing the product back through the purchase, transportation, manufacture, design, and finally production of raw materials. The resulting career web enables the students to identify a variety of occupations that contribute to holiday celebrations and to describe some ways in which these occupations are interdependent.

14. In one of the elementary schools, third graders learned what qualifications a diesel truck driver should have when the husband of a local teacher spoke to their class. The driver brought his diesel truck to the school for the children to tour. This allowed them to view first-hand the areas he discussed, such as the magnetic wheel, which records data pertinent to each trip the truck driver makes. This visit was an expansion on a unit related to homes and construction.

15. A group of sixth grade students took a field trip to the school administration building to become acquainted with a variety of occupations needed in maintaining the operation and functions of a school district. A class parent who works in the Title I office suggested the tour in response to the Career Education Parent Information Survey.

16. The junior high school added a student's library aide program to their curriculum. This enables students to get an idea of library work as a possible career. Although many of the aide's tasks are routine processes which include checking books in and out, shelving them, keeping records, filing pamphlets, etc. there are plenty of opportunities for initiative in creating bulletin boards, suggesting improvements in procedures, talking about books with readers, and activities of the related club. Students also gain experience in the media laboratory which is a function of the library service.

Another activity very closely related to the implementation of curriculum material was the distribution of material which had been acquired from other sources or developed locally. Some samples of the types of materials acquired and distributed are discussed below.

1. Materials developed in the Santa Barbara school system in California were acquired and made available to the teachers in the local district.

2. The Career Education Newsletter condensed and published useful ideas taken from other published articles. In this way, the material reaches a great many more teachers in a condensed form.

3. Encyclopedia Brittanica films were available to teachers for showing in the classroom. These films depict a variety of occupations and are on loan to the Career Education office from Encyclopedia Brittanica. Teachers may phone the Career Education Office to schedule a film. The films are rotated periodically and new titles arriving are published in the Newsletter.

4. Two sets of the "I Want to Be" Career Books published by Children's Press were ordered by the Career Education project for previewing

in one of the elementary schools. Each set consists of six book bags displayed on a pegboard tree. Sample titles are "I Want to Be a Ball Player", "I Want to Be a Librarian", "I Want to Be a Nurse", etc. Each book bag contains four copies of a title plus a cassette tape and teacher's resource guide. The easy to read stories reinforce primary reading skills while introducing children to the world of work.

5. At a regular meeting of the elementary principals of the schools involved in the project, a booklet entitled Career Education, K-6. was distributed by the Career Education Director. This bulletin contains two sections, primary and intermediate, each of which contains sample career education objectives and activities which can be adapted to meet the needs, interests, and abilities of local students.

6. Curriculum materials ordered by project schools arrived periodically at the Career Education Office and were placed in the schools at the earliest opportunity. Announcements of materials received were made in the Newspaper so that interested teachers will know where to acquire them.

7. After the Encyclopedia Brittanica films are previewed, teachers and students both write an evaluation of these. These evaluations are reviewed by the Career Education Office and are forwarded to the Encyclopedia Brittanica.

A survey of parents was conducted to discover which parents would be willing to serve as resource people in teaching students about careers. The survey form and letter of explanation which were sent to all parents in the district were taken from the Career Education Packet for the Elementary School.

The project director circulated a memo to all staff listing a sample of services and materials provided by the Career Education Office.

The guidance office at the high school opened a job placement center. The purpose of the center is to locate good jobs for students who have free time after regular school day classes. Students have been invited to call or come in person to the job placement center which is located in the guidance office. By mid-November seventy-five students had already registered. Enthusiasm from both students and employers is apparent. Employers in the Casper area have been informed of the opening of the center and are beginning to register numerous jobs. The guidance center handles both temporary and part-time requests for employment.

One of the rural elementary schools held a Career Education Day. The school invited many speakers to participate by discussing their jobs with small groups of children interested in that particular job. It proved to be a very interesting and successful day. A similar Career Education Day was planned in one of the urban elementary schools. All grades participated, but the students were divided into two blocks, intermediate and primary. Speakers included representatives from Bell Telephone and many other local businesses and industries.

All beginning speech classes in the high school, a sophomore required course, conducted a unit in which students learned how to behave during a job interview. During this unit, students planned for an interview and then were actually interviewed by a businessman-volunteer from the community. The interviews were video-taped after which the students observed the play-backs and discussed them with their teachers. The schedule for the project was as follows:

First day	The students were given a vocational interest test.
Second day	The tests were graded and interpreted to the students.
Third day	A representative from the employment office spoke to the students about how to fill out application forms and pointers on how to handle job interviews. The students were given the assignment of filling out a sample application, knowing that they would be interviewed for the job that they applied for.
Fourth, Fifth & Sixth days	Each student was individually interviewed for a job. The interview took place in an office setting at the school and was conducted by someone from the business community, engaged in the type of work the student was applying for. All of these interviews were video taped.
Seventh, Eighth & Ninth days	The video tapes were played back before the class for evaluation and comment.
Last day	The entire program was evaluated.

After the program was completed, a survey was given to the students participating. There was an overwhelming approval of the project. Many students felt that the unit was worthwhile and beneficial. Students seemed to enjoy having different businessmen from the community help with the interviewing. Each businessman had suggestions of ways to help the students who were being interviewed. While a few students felt that the playbacks were embarrassing, all agreed that they were helped by seeing the mistakes and bad habits that they had. The guidance staff is planning

to continue this program during the coming years.

Dr. Pauline Garrett, program officer from the Region 8, Office of HEW in Denver, visited the project. Her visit included a tour of schools in the project, and demonstration teaching at Fairdale Elementary School, East Junior High and Kelly Walsh High School. Through the cooperation of the audio visual services, Dr. Garrett's class presentations were video taped for in-service use at a later date.

Parents of students in one of the elementary schools became active participants in Career Education. The principal and teaching staff held a series of meetings for parents at each grade level. The teachers discussed the curriculum and answered questions, then requested the parents to complete the Parents' Survey Form. The staff used the completed surveys to develop a parents' resource file. A series of meetings have been conducted with these parents. Parents responded on the parents' information survey and these parents are available to assist in Career Education activities.

Field trips for classes have involved a great deal of effort on the part of project personnel and teachers. These field trips were planned to be coordinated with career education units. A sample of field trips that have been used are discussed below. Many more field trips have been undertaken than are reported here. In some cases the Career Education Project provides funds for conducting field trips. In other cases, the expense is borne by the district or by parents who volunteer to provide transportation and other necessities.

1. An eighth grade class spent an entire day touring the Casper White Truck, Inc.

2. A group of seventh and eighth grade classes spent an entire day touring Natrona County Memorial Hospital. The classes had an opportunity to observe job opportunities in such areas as physical therapy, the emergency room, and the X-Ray facility.

3. Two sixth grade classes visited the Dave Johnson Power Plant and a coal mine in Glenrock.

Project personnel and teachers implementing career education units have relied heavily upon guest speakers as a resource. Most of these guest speakers have been those listed in the community resource booklet, although some have been parents who volunteered to do this. A sample of these guest speakers and their topics are listed below.

1. A representative from the Wyoming National Bank visited a general business class. She discussed bank services and careers in banking with the students.

2. A representative from the Burroughs Corporation talked to a seventh grade class about the business of his company.

3. Ninth grade students have had several guest speakers. They included a representative from the Wyoming State Employment Office, a local Casper lawyer, a local physician who discussed health issues in Natrona County, and a Real Estate Broker who discussed the Real Estate situation with the students.

4. A retired citizen who was at one time the manager of the Natrona County Co-op discussed the organization and management of an agricultural co-op with the junior high students.

5. A representative from the First National Bank addressed business-math classes. Later another representative from the same bank spoke to two other math classes.

6. A representative from Parks Business School has addressed home economics classes and foods classes about grooming, posture and poise, and its relation to job success.

The major methods of conducting staff development fall into the general categories of field trips, workshops, and in-service meetings.

Field trips conducted have been primarily for the purpose of observing other Career Education projects in action. Some of the field trips are discussed below.

1. The project director and two principals visited the California Career Education Programs in the cities of Santa Barbara, Santa Anna, and Covina Valley. The purpose of the trip was to obtain ideas from the California projects which could be adapted to the Casper project.

2. Delegate teachers and the project director travelled to Helena, Montana, for an on-site observation of their Career Education Project. Each school sent two teachers, generally one from the K-3 level and one from the 4-6 level.

3. A total of sixteen faculty members observed the Riverton, Wyoming Career Education Project.

Many teachers becoming involved in Career Education have had an opportunity to attend workshops to improve their skills or to obtain new ideas and new curriculum materials. Some of the workshops are discussed below.

1. The Wyoming State Department of Education held a workshop on Coordinated Career Placement Services at Casper College. Four members of the high school staff attended the conference conducted by Mr. Larry Brooks, a well qualified consultant in the area of student placement services.

2. Mrs. Carol Spickard, a social studies teacher at the junior high school, attended a workshop in Denver, Colorado. The workshop was conducted by personnel from Educational Development Center in Cambridge, Massachusetts, and dealt with a new course entitled People and Technology designed to supplement the seventh grade curriculum. The curriculum concentrates on man as a toolmaker, the tools he makes, and the development of tools into a technological system.

The project director has sponsored or conducted many in-service meetings with local teachers. Some of the most important of these are described below.

1. The district assistant superintendent, the project director, and the director of vocational education met with the secondary guidance counselors to discuss the Career Education Program.

2. Principals from the six elementary project schools met in an informal session at one school to determine the overall direction of the Career Education Project at the elementary level. These principals will serve in an advisory capacity for the elementary program during the coming year.

3. The project director scheduled about ten in-service grade level meetings in the fall. The major purpose of these meetings was to find ways to integrate Career Education into the established curriculum through the sharing of ideas and experiences. The participating teachers related a variety of interesting experiences including field trips, guest speakers, and class projects. Many of these ideas are disseminated throughout the project schools by means of a weekly newsletter published by the project.

A survey was conducted among all of the project schools to determine how many field trips and guest speakers had been made available during the 1973-74 school year. The following figures were obtained as estimates from the school principals. It should be noted that the actual figures are probably considerably higher than these.

	Speakers	Field Trips
Elementary Schools	183	151
Junior High School	38	35
Senior High School	56	13

Among the speakers visiting the high school were former students, parents, local business leaders, highway patrolmen, state legislators, and United States Senator, Gale McGee.

At this time approximately 85% of the elementary teachers have participated in some sort of in-service activities, either field trips or workshops.

A semester-long class was offered cooperatively with the University of Wyoming (Education 665). Ninety-five teachers who registered, received three semester hours credit. All of the participants developed units to be used in their own classrooms.

Tentative goals for the K-12 level were developed and distributed for discussion. (See Appendix) These goals have been adapted from the materials published by the California task force.

A K-6 master plan has been completed by the advisory council.

E. EVALUATION

A third-party evaluation has been completed and submitted to the Region VIII Office of Education.

The report indicated the project was operating smoothly, and has made an excellent beginning in implementing a Comprehensive Career Education Program.

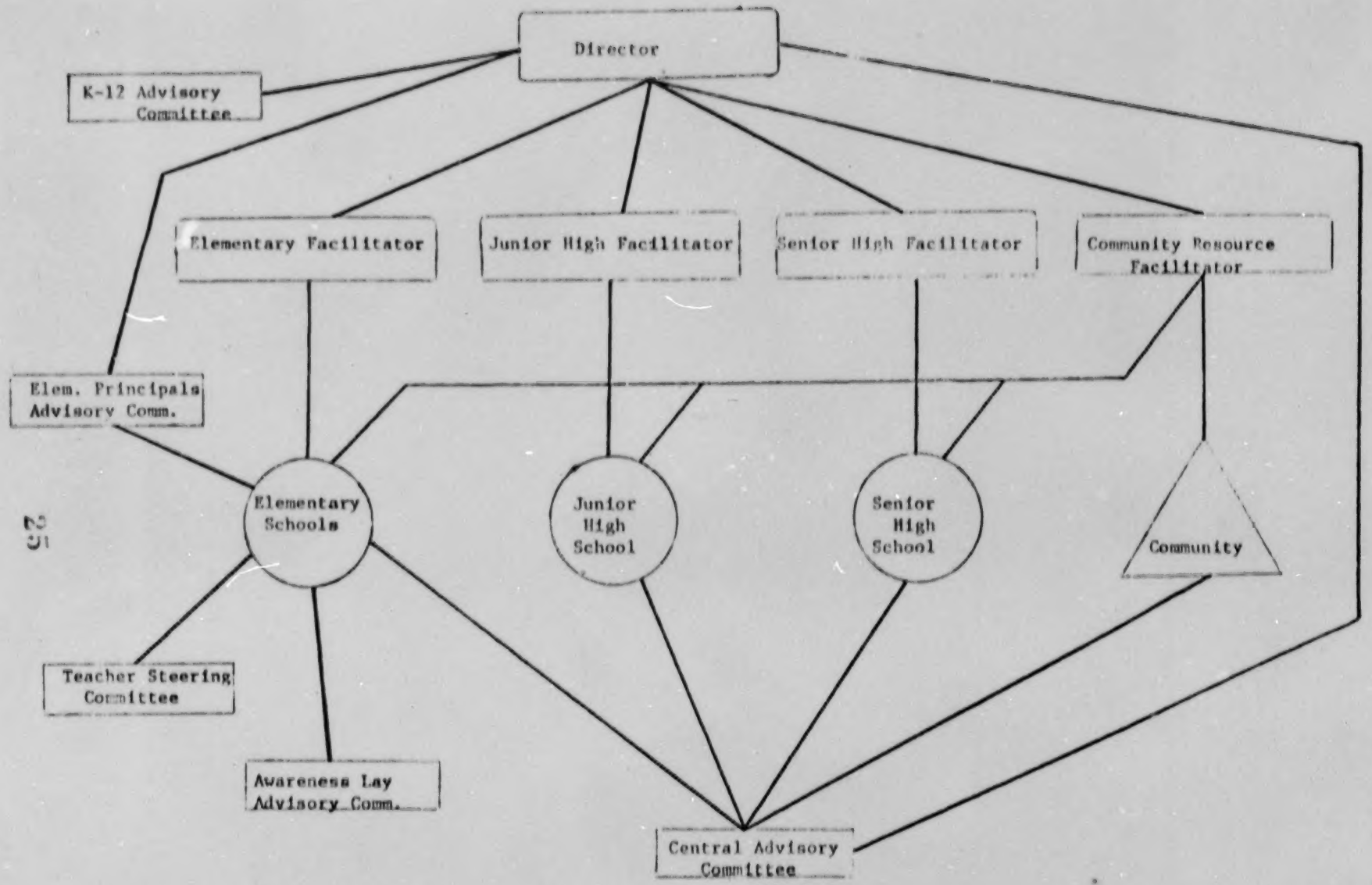
F. CONCLUSIONS AND RECOMMENDATIONS

It was concluded that education must provide students with activities that will enable them to make a rational career choice based upon his own abilities, knowledge of job possibilities, and some experience in his chosen career.

It was recommended that the project try to determine through its next third-party evaluation, more specific information as to the impact of the program on the student it serves.

A P P E N D I X A

Organizational Chart


Director
K-12 Advisory Committee
Elementary Facilitator
Junior High Facilitator
Senior High Facilitator
Community Resource Facilitator
Elem. Principals Advisory Comm.
Elementary Schools
Junior High School
Senior High School
Community
Teacher Steering Committee
Awareness Lay Advisory Comm.
Central Advisory Committee

A P P E N D I X B

Suggested Goals for the Elementary Schools

SUGGESTED GOALS

FOR THE ELEMENTARY SCHOOLS

I. Career Education: A Definition

Career education is a systematic, cohesive, and comprehensive plan of instruction that will provide each student the opportunity to plan and prepare for a satisfying and meaningful role as a working member of society. A total program of career education should provide an organized and integrated approach to the regular curriculum, which gives purpose to education and prepares all learners of all ages and abilities with motivation to realize success in their careers, as citizens and as members of a family and the community.

II. Overall Program Goals

1. To make all education subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme.

2. To provide all persons the guidance, counseling, and instruction needed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.

3. To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.

4. To build into the educational system greater utilization and corrdination of all community resources.

Suggested Goals and Sub-Goals for the Elementary Schools

1.0 Career Awareness

GOAL: Students will demonstrate early and continuing awareness of career opportunities and relate them to their aptitudes, interests, and abilities.

SUB-GOALS:

1.1 Students will acquire knowledge of the world of work and the careers available to them.

1.2 Students will identify occupations in the community, develop identification with workers in various occupations, and identify significant factors that influence the work environment.

1.3 Students will acquire knowledge and awareness of how to differentiate between the major occupations that make up a broad career cluster in terms of the amount and type of education needed for entrance; the content, tools, setting, products or services of the occupations.

1.4 Students will gain an understanding and appreciation for life-styles associated with occupations in various cultures.

2.0 Self Awareness

GOAL: Students will develop a positive attitude toward self and others, a sense of self-worth and dignity, and motivation to accomplish personal goals.

SUB-GOALS:

2.1 Students will develop a positive self-concept stressing dependability and responsibility that will lead to future self-fulfillment in a career.

2.2 Students will understand and use the concept of "role" as a way of learning about themselves in relation to their future.

2.3 Students will learn to understand, accept and respect their own uniqueness.

2.4 Students will acquire the greatest possible understanding of themselves and an appreciation of their worthiness as members of society.

2.5 Students will evaluate from evidence the extent to which they possess various abilities, traits, interests, attitudes, and values.

2.6 Students will obtain knowledge about the sources of information, services and experiences which facilitate the development of self-understanding and identity.

3.0 Attitude Development

GOAL: Students will develop positve attitudes toward work and appreciate its contribution to self-fulfillment and to the welfare and productivity of of their family, community, the nation and the world.

SUB-GOALS:

3.1 Students will have an increased knowledge and awareness of their attitudes and emerging values toward the various social roles and work roles required at different occupational levels and be able to communicate their feelings about the different "life-styles" associated with occupational levels.

3.2 Students will develop an increased positive attitude towards themselves as learners, themselves in the world of work and the school.

4.0 Educational Awareness

GOALS: Students will recognize that their educational experiences are a part of their total career preparation and development.

SUB-GOALS:

4.1 Students will recognize that the process and content of the curriculum in schools are relevant to career requirements and responsibilities.

4.2 Students will determine the relationship between academic course content and career requirements.

APPENDIX C

Suggested Goals for East Junior High School

SUGGESTED GOALS

FOR EAST JUNIOR HIGH SCHOOL

I. Career Education: A Definition

Career education is a systematic, cohesive, and comprehensive plan of instruction that will provide each student the opportunity to plan and prepare for a satisfying and meaningful role as a working member of society. A total program of career education should provide an organized and integrated approach to the regular curriculum, which gives purpose to education and prepares all learners of all ages and abilities with motivation to realize success in their careers, as citizens and as members of a family and the community.

II. Overall Program Goals

1) To make all education subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme.

2) To provide all persons the guidance, counseling, and instruction needed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.

3) To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.

4) To build into the education system greater utilization and coordination of all community resources.

5) To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and re-entry either into the World of Work or the educational system.

Suggested Goals and Sub-Goals for East Junior High School

1.0 Career Awareness

GOAL: Students will demonstrate early and continuing awareness of career opportunities and relate them to their aptitudes, interests, and abilities.

SUB-GOALS:

1.1. Students will acquire knowlege of the World of Work and the careers available to them.

1.2 Students will identify occupations in the community, develop identification with workers in various occupations, and identify significant factors that influence the work environment.

1.3 Students will acquire knowledge and awareness of how to differentiate between the major occupations that make up a broad career cluster in terms of the amount and type of education needed for entrance; the content, tools, setting, products or services of the occupations.

1.4 Students will gain an understanding and appreciation for life-styles associated with occupations in various cultures.

2.0 Self Awareness

GOAL: Students will develop a positive attitude toward self and others, a sense of self-worth and dignity, and motivation to accomplish personal goals.

SUB-GOALS:

2.1 Students will develop a positive self-concept stressing dependability and responsibility that will lead to future self-fulfillment in a career.

2.2 Students will learn the importance of establishing (although tentative) personally relevant goals based upon an understanding of themselves.

2.3 Students will recognize that self-knowledge is related to a set or system of values that is unique to them.

2.4 Students will understand and use the concept of "role" as a way of learning about themselves in relation to their culture.

2.5 Students will learn to understand, accept and respect their own uniqueness.

2.6 Students will identify their interests, abilities, values, and other self-characteristics as they are related to career roles.

2.7 Students will acquire the greatest possible understanding of themselves and an appreciation of their worthiness as members of society.

2.8 Students will identify the various relationships between their present abilities, interests, traits, attitudes, and values and their present functioning and performance.

2.9 Students will evaluate from evidence the extent which they possess various abilities, interests, traits, attitudes and values.

2.10 Students will obtain knowledge about the sources of information, services, and experiences which facilitate the development of self-understanding and identity.

2.11 Students will obtain knowledge about the nature and characteristics of those career opportunities which are related to their present and anticipated future goals, values, abilities, and interests.

2.12 Students will develop an understanding of the individual's role in establishing harmonious relationships between worker and work environment.

2.13 Students will understand the contribution their career can make to persoanl fulfillment, as they see that occupations and life-styles are interrelated.

3.0 Attitude Development

GOAL: Students will develop a postive attitude toward work and appreciate its contribution to self-fulfillment and to the welfare and productivity of their family, community, the nation and the world.

3.1 Students will have an increased knowledge and awareness of their attitudes and emerging values toward the various social roles and work roles required at different ocuupational levels and be able to communicate their feelings about the different "life-styles" associated with occupational levels.

3.2 Students in grades K through 12 will develop attitudes toward work which will contribute positively toward students effort and achievement while in school and provide a specific goal for each student as a rationale for completion of the educational program.

3.3 Students will develop an increased positive attitude towards himself as a learner, himself in the world of work and the school.

3.4 Students will learn that there is a wide range in the degrees and kinds of satisfaction that are derived from work.

4.0 Educational Awareness

GOAL: Students will recognize that their educational experiences are a part of their total career preparation and development

SUB-GOALS:

4.1 Students will recognize that the process and content of the curriculum in schools are relevant to career requirements and responsibilities.

4.2 Students will determine the relationships between academic course content and career requirements.

4.3 Students will develop an understanding of a changing world and be prepared for unforseeable demands in which continuing education throughout their adult life may be a normal expectation.

4.4 Students will develop through their educational experiences, the basic work habits and attitudes regarded as necessary for entry and performance in the career of their choice.

5.0 Economic Awareness

GOAL: Students will understand the economic systems of our society and become aware of the relationship of productive work to the economy and their own economic well being.

SUB-GOALS:

5.1 Students will gain an increased knowledge and awareness of the major concepts underlying the economic and industrial systems by which goods and services are produced.

5.2 Students will describe in greater depth and breadth the work environment and how that environment is influenced by other institutions.

5.3 Students will have an increased knowledge and awareness of the economic and social rewards at different occupational levels.

6.0 Consumer Competencies

GOAL: Students will achieve sufficient economic understanding and consumer competencies to make wise decisions in the use of their resources.

7.0 Career Planning and Decision-Making Skill Development

GOAL: Students will engage in thier own career development process. They will increase their self-knowledge and their knowledge of the world of work and of the society that affects it, and accept the responsibility for a series of choices that carry them along the career development theme.

SUB-GOALS:

7.1. Students will gain practice in decision-making with emphasis on increasing their proficiency in making decisions based upon all available information.

7.2 Students will develop the planning and process skills required to identify the objectives of a task, specify the resources required, outline the steps necessary to complete the task, perform the actual operations and evaluate the final report.

7.3 Students will identify and state personal career goals as part of the process related to making career related decisions.

7.4 Students will use information about their environment as it relates to their individual potential in career development.

7.5 Students will realize, understand, and utilize in their own planning the fact that their personal characteristics are unique and will influence their success in an occupation.

7.6 Students will make appropriate use of interest inventories, tests, and counseling to assist in educational and career decision-making.

8.0 Career Orientation

GOAL: Students will gain career orientation that will increase exposure of the options available to them in the world of work.

SUB-GOALS:

8.1 Students will obtain a realistic exposure to the range of careers of the community, state, and nation, including up-to-date information as to knowledge, skill, and training requirements and benefits to be accrued from training.

8.2 Students will understand the relationships implied in such classification systems as job families and job clusters.

8.3 Students will be able to differentiate between and within clusters using criteria items such as satisfactions from job, nature of work, future of job, its contributions to society, possible health hazards, future living location, and other selected variables.

8.4 Students will manage their leisure time and time activities.

8.5 Students will develop an understanding that both classification and levels of occupations affect the amount of time a person has available for leisure time activities.

8.6 Students will learn about the many training routes, the time involvement, costs, locations and other potential aspects of career choices.

9.0 Career Exploration

GOAL: Students will plan and participate in a program of career exploration which will contribute to personal and career satisfaction.

SUB-GOALS:

9.1 Students will explore at least several career clusters by means of exploratory work experience, on-site visitations, hands on activities, field trips, and guest demonstrations and explanations.

9.2 Students will increase their development of elementary skills in performing selected functions in a broad career area.

A P P E N D I X D

Suggested Goals for Kelly Walsh High School

SUGGESTED GOALS

FOR KELLY WALSH HIGH SCHOOL

I. Career Education: A Definition

Career education is a systematic, cohesive, and comprehensive plan of instruction that will provide each student the opportunity to plan and prepare for a satisfying and meaningful role as a working member of society. A total program of career education should provide an organized and integrated approach to the regular curriculum, which gives purpose to education and prepares all learners of all ages and abilities with motivation to realize success in their careers, as citizens and as members of a family and the community.

II. Overall Program Goals

1. To make all education subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme.

2. To provide all persons the guidance, counseling, and instruction needed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.

3. To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.

4. To provide services for placing every person in the next step in his development whether it be employment or further education.

5. To build into the educational system greater utilization and coordination of all community resources.

6. To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and re-entry either into the world of work or the educational system.

SUGGESTED GOALS AND SUB-GOALS FOR KELLY WALSE HIGH SCHOOL

1.0 Self Awareness

GOAL: Students will develop a positive attitude toward self and others, a sense of self-worth and dignity, and motivation to accomplish personal goals.

SUB-GOALS

1.1 Students will develop a positive self-concept stressing dependability and responsibility that will lead to future self-fulfillment in a career.

1.2 Students will learn the importance of establishing (although tentative) personally relevant goals based upon an understanding of themselves.

1.3 Students will recognize that self-knowledge is related to a set or system of values that is unique to them.

1.4 Students will understand and use the concept of "role" as a way of learning about themselves in relation to their culture.

1.5 Students will learn to understand, accept and respect their own uniqueness.

1.6 Students will identify their interests, abilities, values, and other self-characteristics as they are related to career roles.

1.7 Students will acquire the greatest possible understanding of themselves and an appreciation of their worthiness as members of society.

1.8 Students will identify the various relationship between their present abilities, interests, traits, attitudes, and values and their present functioning and performance.

1.9 Students will evaluate from evidence the extent to which they possess various abilities, interests, traits, attitudes and values.

1.10 Students will obtain knowledge about the nature and characteristics of those career opportunities which are related to their present and anticipated future goals, values, abilities, and interests.

1.11 Students will obtain knowledge about the sources of information, services and experiences which facilitate the development of self-understanding and identity.

1.12 Students will develop an understanding of the individual's role in establishing harmonious relationships between worker and work environment.

1.13 Students will understand the contribution their career can make to personal fulfillment, as they see that occupations and life-styles are inter-related.

2.0 Attitude Development

GOAL: Students will develop a positive attitude toward work and appreciate it's contribution to self-fulfillment and to the welfare and productivity of their family, community, the nation and the world.

SUB-GOALS:

2.1 Students will gain respect for the freedom we experience in our economic system be creating positive attitudes toward employment, a desire to raise our standard of living, and a concern to minimize the inequalities existing in our system.

2.2 Students will have an increased knowledge and awareness of their attitudes and emerging values toward the various social roles and work roles required at different occupational levels and be able to communicate their feelings about the different "life-styles" associated with occupational levels.

2.3 Students in grades K through 12 will develop attitudes toward work which will contribute positively toward students effort and achievement while in school and provide a specific goal for each student as a rationale for completion fo the educational program.

2.4 Students will develop an increased positive attitude towards himself as a learner, himself in the world of work and the school.

2.5 Students will learn that there is a wide range in the degree and kinds of satisfaction that are derived from work.

3.0 Educational Awareness

GOAL: Students will recognize that their educational experiences are a part of their total career preparation and development.

SUB-GOALS:

3.1 Students will recognize that the process and content of the curriculum in schools are relevant to career requirements and responsibilities.

3.2 Students will determine the relationship between academic course content and career requirements.

3.3 Students will develop an understanding of a changing world and be prepared for unforeseeable demands in which continuing education through out their adult life may be a normal expectation.

3.4 Students will develop through their educational experiences, the basic work habits and attitudes regarded as necessary for entry and performance in the career of their choice.

.0 Economic Awareness

GOAL: Students will understand the economic systems of our society and become aware of the relationship of productive work to the economy, and their own economic well being.

SUB-GOALS:

4.1 Students will gain an increased knowledge and awareness of the major concepts underlying the economic and industrial systems by which goods and services are produced.

4.2 Students will describe in greater depth and breadth the work environment and how that environment is influenced by other institutions.

4.3 Students will have an increased knowledge and awareness of the economic and social rewards at different occupational levels.

4.4 Studnets will understand how economic wealth is accumulated by means other than those related directly to most occupations or careers (i.e., investments, interests, insurance, savings, etc.) and how these may influenece their career and life-style.

Consumer Competencies

GOAL: Students will achieve sufficient economic understanding and consumer competencies to make wise decisions in the use of their resources.

Career Planning and Decision-Making Skill Development

GOAL: Students will engage in their own career development process. They will increase their self-knowledge and their knowledge of the world of work and of the society that affects it, and accept responsibility for a series of choices that carry them along the career development continuum.

SUB-GOALS:

6.1 Students will be able to utilize knowledge about self and career and educational opportunities in making decisions appropriate to himself.

6.2 Students will gain practice in decision-making with emphasis on increasing their proficiency in making decisions based upon all available information.

6.3 Students will develop the planning and process skills required to identify the objectives of a task, specify the resources required, outline the steps necessary to complete the task, perform the actual operations and evaluate the final report.

6.4 Students will identify and state personal career goals as part of the process related to naming career related decisions.

6.5 Students will develop criteria by which occupations or other career activities may be judged for their appropriateness in meeting life career goals.

6.6 Students will develop an increased awareness of and practice in the decision-making process, in considering several possible career goals and in the selection of courses in terms of the career goals.

6.7 Students will break loose from the traditional restraints that had training for the various levels of jobs locked into specific training routes characterized by a hierarchy of prestige. They will learn about the many training routes available for a variety of possible occupational choices.

6.8 Students will prepare for constantly changing employment trends, work roles, and job mobility. They are encouraged to move toward an occupational choice, they recognize the influence of occupational supply and demand.

6.9 Students will use information about their environment as it relates to their individual potential in career development.

6.10 Students will realize, understand, and utilize in their own planning the fact that their personal characteristics are unique and will influence their success in an occupation.

6.11 Students will make appropriate use of interest inventories, tests, and couseling to assist in educational and career decision-making.

7.0 Career Orientation

GOAL: Students will gain career orientation that will increase exposure of the options available to them in the world of work.

SUB-GOALS:

7.1 Students will understand the relationships implied in such classification systems as job families and job clusters.

7.2 Students will manage their leisure time and leisure time activities.

7.3 Students will develop an understanding that both classifications and levels of occupations affect the amount of time a person has available for leisure activities.

7.4 Students will learn about the many training routes, the time involvement costs, locations, and other potential aspects of career choices.

8.0 Career Exploration

GOAL: Students will plan and participate in a program of career exploration which will contribute to personal and career satisfaction.

SUB-GOALS:

8.1 High school students will complete a continuous progress program of experiences which are organized around their selected career clusters

8.2 Students will gain an in-depth exploration in one occupational cluster leading to entry-level skill in one occupational area and providing a foundation for further progress, leaving open the option to move between clusters.

8.4 Students will increase their development of elementary skills in performing selected functions in a broad career area.

9.0 Career Preparation

GOAL: Students will acquire skills leading to entry-level employment in one or more careers with provision for advance training and continuing education.

SUB-GOALS:

9.1 Some students will be engaged in training for specific job entry skills prior to or upon termination of secondary education.

9.2 Students will develop skills, knowledge, competencies, and attitudes necessary for placement in the labor market.

9.3 Students will be provided intensive and specialized preparation in a selected occupational cluster, or in a specific occupation, in preparation for job entry and/or further education.

A P P E N D I X E

Suggested Units for K-6 Component in Career Education

SUGGESTED UNITS

FOR

K-6 COMPONENT

IN

CAREER EDUCATION

Spring, 1974
Natrona County School District Number One
Casper, Wyoming

INTRODUCTION

In the latter part of 1973, Natrona County School District Number One was selected as the exemplary project in career education for the state of Wyoming. A major task of the project was to develop an articulated program that would eliminate as much duplication as possible.

This particular booklet deals with the K-6 component of the overall K-12 project. The suggested units were developed by teachers, principals, and the Career Education Office. The suggested units for each grade level were determined by the seven Teacher Steering Committee Chairmen and/or Chairwomen and career education staff. We want to emphasize that each building should retain as much flexibility as possible, but should also avoid duplication.

It is also recommended by the Steering Committee Chairmen and/or Chairwomen that each teacher in the career education model schools do at least one unit every nine-week period. We realize that many teachers are already doing more than this but we feel this is a reasonable request.

Lastly, we want to point out that these suggested units are tentative and may have to be revised next year, but as a committee, we feel it will give we teachers some definite direction for next fall.

Many thanks for your participation in the career education model program.

Steering Committee
Chairmen and Chairwomen

and

The Career Education Office

KINDEGARTEN

1. Circus

2. Farm

3. Firemen

4. Home and Family

   a. Community Helpers
   b. Safety
   c. School

5. Pets

6. Policemen

7. Postmen

8. Woodland Animals

1ST GRADE

1. Farm and Ranch

    a. Growing seeds

2. Food

    a. Bread Industry
    b. Baker

3. Health

    a. Doctors
    b. Hospitals
    c. Nurses

4. Library

5. Merchandising

    a. Buying
    b. Making Change
    c. Candle-Making
    d. Selling
    e. Stores

6. Self Awareness

2ND GRADE

1. Clothing

2. Community Helpers

3. Foods

   a. Nutrition
   b. Restaurants

4. Getting Along With Others

5. Health

6. Post Office

7. Transportation

   a. Airplanes
   b. Various Drivers

8. Weather

3RD GRADE

1. City and County Government

2. Clothing

3. Construction

   a. Architecture
   b. Blue-prints
   c. Housing

4. Dental Care

5. Foods

   a. Plants
   b. Seeds

6. Leisure Time

   a. Hobbies
   b. Recreation

7. Night Workers

   a. Doctors and Nurses
   b. Police
   c. Security

8. Transportation

9. Value Attitudes

10. Water Resources

4TH GRADE

1. Accounting

2. Airport
   a. Weather

3. Archaeology
   a. Geology
   b. Paleontology

4. Communications
   a. Wyoming authors

5. Conservation
   a. Land Management

6. Forestry

7. Meat Industry
   a. Brand Inspectors
   b. Butcher
   c. Livestock
   d. Veterinarian

8. Railroads

9. Tourism
   a. Advertisement
   b. Hotels and Motels
   c. Tour Guides
   d. Travel Agents

10. Value Attitudes

11. Wildlife
    a. Fish and Game Personnel

5TH GRADE

1. Arts

2. Communications
   a. Journalism
   b. Telephone

3. Construction
   a. Heavy Industry
   b. Homes

4. Government Workers
   a. Brand Inspectors
   b. Civil Service
   c. Consumer Protection
   d. Food Inspectors

5. Horticulture
   a. Nursery

6. Inter-personal Relations

7. Inter-State Careers
   a. Unique careers with various states

8. Natural Resource
   a. Mining
      1. Coal
      2. Oil
      3. Soda Ash
      4. Uranium
   b. Lumber
   c. Water
   d. Wyoming

9. Schools
   a. Community
   b. District

10. Space Travel

6TH GRADE

1. Automobile

2. Banking and Real Estate

3. Communication Media
   a. Newspapers
   b. Magazines
   c. Photography

4. Ecology

5. Energy Resources
   a. Electricity
   b. Electronics

6. Farming and Ranching
   a. Genetics

7. Health Services
   a. Health Department
   b. Mental Health
   c. Pharmacists
   d. Technicians
      1. Labs
   e. Water Department

8. Home Crafts
   a. Carpentry

9. Inter-Personal Relations

10. Labor Organizations
    a. Apprenticeships

11. Law and Courts
    a. FBI
    b. Politics

12. Metrics

13. Multi-Ethnic Culture
    a. Black Industry
    b. Indian Culture
    c. Mexican Culture
       1. Mexican dinners

14. Social Work
    a. Charactrr Building
       1. Boy Scouts etc.
       2. YMCA etc.
       3. Psychology
    b. Counseling
    c. Religious Careers

APPENDIX F

Career Education Materials in the Natrona County School District

****

Career Education

Materials

in

the Natrona County School District

Casper, Wyoming

****

Through October, 1974

Prepared by the Career Education Office

LOCATION OF MATERIALS

Career Education

The following is a list of all materials purchased by Career Education through October 31, 1974 . Any materials ordered but not yet received in our office by this date are not included in this list.

BOOKS

A Prospectus for the Businessman and the Community	CE Office
Abstraction in Art and Nature	KW Art Department
Acrylic Painting for the Beginner	"
Ad-Making: How To Creat An Ad	East Art Department
Advertising Agency and Studio Skills	KW Art Department
Agribusiness and Industry	East Junior High
Arco-Rosen Career Guidance Series (40 titles)	East - M. Stafford
Art Career Guide	KW Art Department
Artistic Anatomy	"
Aviation Careers	University Park
Basics of Decoupage	KW Home Ec Department
Battles for Sales	University Park
Behind the Scenes of a TV Program	University Park
Behind the Scenes in a Car Factory	University Park
Behind the Scenes in a Department Store	University Park
Behind the Silver Shield	University Park
Big Fish	Willard - A. Drum
Big Knot Macrame	KW Home Ec Department
Black Pilgrimage	Willard - A. Drum
Blue Book of Occupational Education	KW Guidance Department

Bottle Cutting and Decorating	Pineview - J. Freeman
Building Wrecking	University Park
Career Choices and Preparation (Copy 1)	KW High School
Career Choices and Preparation (Copy 2)	East Junior High
Career Crosswords (2)	East Junior High
Career Crosswords (1)	Kelly Walsh High School
Career Data Book from Project Talent	CE Office
Career Development Resource (Copy 1)	CE Office
Career Ed: A Guide for School Administrators (9 copies total)	9 pilot schools
Career Education and the Businessman	CE Office
Career Education and the Elementary Teacher	CE Office
Career Ed: Current Trends In School Policies	Poison Spider - J. Dever
Career Ed. for Gifted and Talented Children	CE Office - C. Bocott
Career Education Handbook	CE Office
Career Education Handbook for Rural Communities	CE Office
Career Education in the Environment	CE Office
Career Education in the Middle/Junior High School	CE Office
Career Education - New Frontier	CE Office
Career Education Practice	CE Office
Career Education Program, Vol. 6	St. Anthony's
Career Education Program, Vol. 1 (K-6)	Fairdale
Career Education Program, Vol. 1 (K-6)	Manor Heights
Career Ed. Helena, Montana, Unit Guides	1 to each orig. project school
Career Education: What it is and How To Do It	CE Office - C. Bocott
Career Exploration Curriculum Guide 9-10	East Junior High School
Career Exploration Curriculum Guide 9-10	Kelly Walsh High School
Career Index	Kelly Walsh High School

Career Motivation Curriculum Guide K-6 (1)	Fairdale
Career Motivation Curriculum Guide K-6 (2)	Pineview
Career Motivation Curriculum Guide K-6 (3)	Poison Spider
Career Motivation Curriculum Guide K-6 (4)	Manor Heights
Career Motivation Curriculum Guide K-6 (5)	University Park
Career Motivation Curriculum Guide K-6 (6)	Willard
Career Motivation Curriculum Guide K-6 (7)	St. Anthony
Career Opportunities for Technicians and Specialists (set of 4)	East - C. Spickard
Career Orientation Curriculum Guide 7-8 (1)	CE Office
Career Orientation Curriculum Guide 7-8 (2)	East Junior High
Career Perspectives: Your Choice of Work	CE Office
Career Planning Program	East Junior High
Careers for Tomorrow series (set of 13 books)	University Park
Careers in Data Processing	University Park
Careers In-Depth series (set of 22 books)	University Park
Careers in the Health Field	CE Office
Careers in Medical Science	University Park
Ceramic Design	KW Art Department
Character Studies in Oil	KW Art Department
Child Development	KW Home Ec Department
College Admission Data Service	KW Guidance - A. Wolfgang
College Charts 1973-1974	KW Guidance - A. Wolfgang
Colleges - Classified	KW Guidance - A. Wolfgang
Come Alive With Color	KW Home Ec Department
Come To Work With Us (set of 12 books) (1)	Poison Spider
Come To Work With Us (set of 12 books) (2)	Pineview
Come To Work With Us (set of 12 books) (3)	Fairdale

Community Helpers series (set of 14 books)	Willard
Complete Drawing Book	KW Art Department
Complete Guide to Acrylic Painting	KW Art Department
Composing Your Painting	KW Art Department
Conception and Fetal Development	KW Home Ec Department
Concise Handbook of Occupations	East - C. Spickard
Conference Report of American Youth in the Mid-70's	CE Office
Consumer in American Society	KW Home Ec Department
Courage to Change: New Directions for Career Education	CE Office
Creative Candle-Making	KW Home Ec Department
Creative Color	KW Art Department
Cross Discipline Planning	CE Office
Curriculum Careering (28 student workbooks)	Poison Spider - J. Judge
Decisions and Outcomes	East Jr. High - C. Spickard
Decorative Wall Hangings	KW Home Ec Department
Deep Sea World (Oceanography)	Willard - A. Drum
Designing With String	KW Home Ec Department
Dictionary of Occupational Titles	CE Office
Directory of Occupational Titles	KW Guidance - A. Wolfgang
Discovering Oil Painting	KW Art Department
Doctors in Petticoats	University Park
Dynamic Anatomy	KW Art Department
Early Career books(set of 12 books) (1)	University Park
Early Career books (set of 12 books) (2)	Willard
Early Career books (set of 12 books) (3)	Fairdale
Early Career books (set of 12 books) (4)	Poison Spider - J. Judge
Eight Black American Inventors (2 copies)	East Junior High

Ed Emberley's Drawing Book	Pineview - J. Freeman
Education in the Technological Society	East Junior High
Educators Guide to Free Filmstrips	CE Office - N. Carrell
Educators Guide to Free Films	CE Office - N. Carrell
Elementary Teachers Guide to Free Curriculum Materials	Pineview - J. Freeman
Elementary Teachers Guide to Free Curriculum Materials	CE Office - N. Carrell
Encyclopaedia of Careers and Vocational Guidance	Kelly Walsh
Encyclopaedia of Careers	East - C. Spickard
Engineers Did It	University Park
Explaining Careers in Child Care	KW - L. Hogan
Federal Career Directory 1973	KW Guidance - A. Wolfgang
Ferguson's Guide to 2-year Colleges (1)	KW Guidance - A. Wolfgang
Ferguson's Guide to 2-year Colleges (2)	KW Guidance - A. Wolfgang
Figure Painting in Watercolor	KW Art Department
Find a Career In Railroading	University Park
Finding Your Job (5 workbooks)	East - C. Spickard
Finding Your Job (set of 6 units; each unit has 5 books)	East - C. Spickard
Fire Fighters the World Over	University Park
Flowers With a Flair	KW Home Ec Department
Focus on Floors	KW Home Ec Department
Funny Folks in Limerick Land	Pineview - J. Freeman
Get the Story	University Park
Getting Applications Right (1 copy)	Kelly Walsh - H. Smothers
Getting Applications Right (2 copies)	East - C. Spickard
Glory Be	University Park
Golden Nature Guides (set of 22 books)	Willard - H. Sutphin

Great Women Teachers	University Park
Guide to College Majors	KW Guidance - A. Wolfgang
Help Yourself to a Job (Part I, II, III)	East - C. Spickard
Highway to Work and Play	Poison Spider - J. Judge
Houses to Buy or not to Buy	KW Home Ec Department
How to Draw Trees	KW Art Department
How to Draw What You See	KW Art Department
How to Paint Portraits in Pastel	KW Art Department
I Want To Be books (set of 53 books)	Poison Spider
Industrial Arts for the Elementary Classroom (1)	Pineview - J. Freeman
Industrial Arts for the Elementary Classroom (2)	CE Office
Ink Drawing Techniques	KW Art Department
Installment Sales Contracts	KW Home Ec Department
Introducing Beads	KW Art Department
Improving Your Child's Behavior	KW Home Ec Department
Job books (Jobs in Your Future) (Get Applications) (Career Crosswords)	East Junior High
Jobs in Health Care	University Park
Jobs in Manufacturing	University Park
Jobs in Transportation	University Park
Jobs that Save Our Environment	University Park
K-12 Guide for Integrating Career Development in the Local Curriculum	CE Office
Kitchen Comfort	KW Home Ec Department
Learning to Draw	KW Art Department
Learning to Get Along With Others	KW Home Ec Department
Libraries and You	University Park
Life Drawing in Charcoal	KW Art Department

Live Wire	University Park
Lovejoy's Career and Vocational Guide	KW Guidance - A. Wolfgang
Lovejoy's College Guide	KW Guidance - A. Wolfgang
Macrame Creative Design	Kelly Walsh
Marine Painting in Watercolor	KW Art Department
Math Workbook/Food Services	CE Office
Modern Applied Mathematics	East Junior High
Making a Living at Art	East Art Dept. - Mr. Garcia
Music books (Creative Act for Music) (Women in Music) (Careers in Music)	East
Monographs (set of 87)	KW - H. Smothers
Non-Traditional Careers for Women	University Park
Occupational Guidance Units (set of 5 units, each units has 8 books)	East - C. Spickard
Occupational Outlook Handbook (copy 2)	KW Guidance - A. Wolfgang
Occupational Outlook Handbook (copy 3)	CE Office
On- The-Spot Reporting	University Park
One Hundred Watercolor Techniques	KW Art Department
Orbiting the Earth	Pineview
Our Redwood Heritage (booklets)	Pineview - J. Freeman
Painters Problem Book	KW Art Department
Painting Techniques of the Masters	KW Art Department
Paraprofessions	University Park
Park Rangers and Game Wardens	University Park
Personal Perspectives	KW Home Ec Department
Photography	University Park
Portrait Painting in Color	KW Art Department
Postmen the World Over	University Park

Problems in the Organization and Administration of a Career Education Program	CE Office
Professional Restaurant Services	KW Home Ec Department
Public Service Occupation Guides	Kelly Walsh
Popeye Comic Books - 8 different issues distributed to all 3rd graders in the original 7 pilot schools	Original pilot schools
Reasoning Skills	East Junior High
Reasoning Skills	Kelly Walsh High School
Richard Schmidt Paints the Figure	KW Art Department
Scholarships, Loans and Awards	KW Guidance - A. Wolfgang
Sea Careers	University Park
Skin Diving Adventures	University Park
The Sky is Yours	University Park
Sports Books (Tennis, Golf, Archery, Bowling, Badminton)	KW - C. Baldwin
Student Aid Annual	KW Guidance Department
Succeeding in the World of Work	CE Office
Success in Language and Literature	Dr. Gerald Ross
200 Tips on How To Study (Copy 1)	Kelly Walsh High School
200 Tips on How To Study (Copy 2)	East Junior High School
Teaching Children About Technology	Pineview - J. Freeman
Teaching Career Development in the Elementary School	CE Office
Ten Minute Field Trips	East - C. Spickard
Time Out! subscription	East - C. Spickard
Timed Writings About Careers typing books	Kelly Walsh High School
Under Fire War Correspondents	University Park
VIP's Behind the Scenes in Medical Work (Copy 1 and 2)	University Park
VIP's on the Back-Up Team in Medical Work (Copy 1 and 2)	University Park

VIP's on the Scene in Medical Work (Copy 1 and 2)	University Park
VIP's Who Work With Cars, Buses and Trucks	University Park
VIP's Who Work With Earth Moving Machinery	University Park
VIP's Who Work With Recreation Vehicles	University Park
Vocational Biographies	East - C. Spickard
Water Color Painting	KW Art Department
Weaving Without a Loom	KW Home Ec Department
What's It Like to be a TV Producer	University Park
World of Workers workbooks	Poison Spider - J. Judge
World of Manufacturing	CE Office
World of Work (Copy 1)	CE Office
World of Work (Copy 2)	Pineview - J. Freeman
World of Work textbooks	East Junior High
WOW! World of Workers (study booklet)	Poison Spider - J. Judge
You Can Work in the Communication Industry	University Park
Your Career in Advertising	University Park
Your Career in Chemistry	University Park
Your Career in Filmmaking	University Park
Your Career in Journalism	University Park
Your Career in Public Relations	University Park
Youth and the FBI	University Park
Yellow Pages of Learning Resources (To all teachers in 7 original pilot schools)	7 original pilot schools
Zoo Doctor	Willard - A. Drum

LAPS - (Learning Activity Packages from Riverton, Wyoming)

Engine Parts	Fairdale - J. Deal
Exterior Painting	Pineview - J. Freeman
Forest to Newspaper	Pineview - J. Freeman
Fun, Melancholy, and Adventure	Willard - E. Sonnedecker
Home Construction	Pineview - J. Freeman
Meet Me At the Library	Willard - E. Sonnedecker
Pollution	Pineview - J. Freeman
Punctuation	Willard - E. Sonnedecker
Sir Dictionary and the Dragon Tamer	Willard - E. Sonnedecker

CASSETTES - (Sets containing cassettes only)

Birth of a Business - American Dream (set of 12 cassettes)	Fairdale
Career Education: The Change Agent	CE Office - C. Bocott
Career Education and the Counselor	CE Office - C. Bocott
The Parent and Career Education	CE Office - C. Bocott
Answering the Critics of Career Education	CE Office - C. Bocott
Careers in Music	Kelly Walsh - G. Vliet
Living With Others - Citizenship; Part I and II (3 cassettes per set, 2 sets)	CE Office
Metric Teaching Tapes	Pineview Elementary School
Taylor Teaching Tapes (198 cassettes on vocations and careers)	East Junior High Library

FILMSTRIPS - (sets of filmstrips only)

A City is Many Things (set of 5 filmstrips)	CE Office
Art Filmstrips (set of 13 filmstrips)	KW Art Department
Art Filmstrips #2 (set of 16 filmstrips)	KW Art Department
Fathers Work (set of 6 filmstrips)	University Park
Foundations for Occupational Planning (set of 5 filmstrips)	CE Office
Hook and Ladder - The Fire Department Story)	Pineview
How To Read A Newspaper	St. Anthony
How We Got Our Home (set of 4 filmstrips)	Pineview- C. Carlsen
Jobs in Mathematics	St. Anthony
Men in Blue - Policemen in Action	Pineview
Mothers Work Too (set of 6 filmstrips)	University Park
My Mother Works in a Drugstore	Willard
My Dad Works in a Supermarket	Willard
Our School Workers (set of 8 filmstrips)	Pineview
Selecting a House Plan slide set	Kelly Walsh
What Do You Think? (set of 6 filmstrips)	CE Office
What A Doctor Sees When He Look At You	Pineview
Work People Do	CE Office
Two Sides to Every Story (set of 4 filmstrips)	CE Office

FILMSTRIPS WITH CASSETTES

Adventures in the World of Careers (set of 5 filmstrips and 5 cassettes)		CE Office
Adventures in the World of Work (set of 6 filmstrips and cassettes)		CE Office
America's Urban Crisis (set of 6 filmstrips, and 3 cassettes)		Poison Spider - J. Judge
Career Awareness Series (set of 4 filmstrips with cassettes)		University Park
Career Awareness: A Primary Introduction Into Careers (set of 5 filmstrips and cassettes)		Poison Spider - J. Judge
Career Awareness: A Primary Introduction Into Careers	Set 2	CE Office
Career Fashion Series (Butterick) (set of 8 filmstrips and 8 cassettes)		KW Home Ec Department
Career Development Kit (set of 4 filmstrips and 4 cassettes, and duplicators)		St. Anthony
Career Education Clusters (set of 16 filmstrips and 16 cassettes in 5 boxes)		KW Library - H. Smothers
Child Care and Development (set of 4 filmstrips and 4 cassettes)		KW Family Living Class
Color and It's Perception (set of 3 filmstrips and 3 cassettes)		KW Home Ec Department
Community Workers and Helpers; Part I and Part II; 4 filmstrips and 4 cassettes per Part)		University Park
Community Workers and Helpers; Part I and Part II; same as above	Set 2	Willard School
Discovery Unit (set of 8 filmstrips and 8 cassettes with 30 student logbooks)		East - C. Spickard
Exploring the World of Maps (set of 5 filmstrips and 5 cassettes)		East - J. Brunelli
Filmstrip/Cassette set with these titles: At Work in the Community Newsreporter Park Ranger		Pineview

Filmstrip/Cassette set with these titles: Doctor's Office Workers School Workers Supermarket Workers Library Workers	University Park
Finding and Getting a Job (set of 6 filmstrips and 3 cassettes)	Poison Spider - J. Judge
Furniture Styles Then and Now (set of 7 filmstrips and 7 cassettes)	KW Home Ec Department
Home Landscaping; Part I,II,III,IV	KW Home Ec Department
How To Do:"The Creative Potter (1 filmstrip and 1 cassette)	East - A. Garcia
Indian Crafts of the South West (set of 4 filmstrips and 4 cassettes)	Pineview - M. McNeeley
Learning to Use a Sewing Machine (set of 4 filmstrips and 4 cassettes)	KW Home Ec Department
Livlyhoods (1 filmstrip and 1 cassette)	KW Library - H. Smothers
Metric System (set of 6 filmstrips and 6 cassettes; teachers guides)	St. Anthony
Opportunities Now (set of 6 filmstrips and 6 cassettes)	CE Office
People At Work; Part I and II (each part has 4 cassettes and 4 filmstrips)	Willard
Personal Communication; Part I and Part II; (Each part has a record, cassette and teachers guide)	KW - D. Driscoll
Personal Feelings About Yourself (set of 7 filmstrips and 7 cassettes)	McKinley
Personal Feelings of Responsibility (set of 7 filmstrips and 7 cassettes)	CE Office
Think Metric (set of 3 filmstrips and 3 cassettes)	Pineview
Teaching the Crafts (1 filmstrip and 1 cassette)	East - A. Garcia
When I Goow Up... (set of 5 filmstrips and 5 cassettes)	CE Office
Wonderful World of Work (set of 12 filmstrips and 12 cassette in 3 boxes)	CE Office
Working With Business Machines (1 filmstrip and 1 cassette)	University Park

Working in Food Services (1 filmstrip and 1 cassette)	University Park
Working in Manufacturing (1 filmstrip and 1 cassette)	University Park
Working in the Printing Industry (1 filmstrip and 1 cassette)	University Park
Who Works For You? (set of 6 filmstrips and 6 cassettes)	Fairdale
Your Working Future. (set of 7 filmstrips and 7 cassettes)	East - C. Spickard

FILMSTRIPS WITH RECORDS

Art Careers in Advertising	East Junior High
Careers in Fashion Design	East Junior High
Careers in the Graphic Arts	East Junior High
Careers in Photography	East Junior High
The Conductor (set of 2 filmstrips and 2 records)	Audrey Anderson Music Teacher
Getting Along (set of 5 filmstrips and 5 records)	Manor Heights
How A Recording is Made (set of 2 filmstrips and 2 records)	Audrey Anderson Music Teacher
How Do I Learn? (set of 5 filmstrips and 5 records)	Manor Heights
The Music Man (1 record)	Audrey Anderson
Who Am I? (set of 5 filmstrips and 5 records)	Manor Heights
World of Work in the Citrus Industry (filmstrip, record, kit)	Pineview - D. Dingmore

KITS - (Kits include all posters, puppet sets, games, activity units and miscellaneous items)

Addo and Number Rummy games		Pineview
Applying for a Job study guide	Copy 1	Kelly Walsh
Applying for a Job	Copy 2	East Junior High
Arithmecubes		Pineview
Balance	Set 1	Poison Spider
Balance	Set 2	St. Anthony
Beakers	Set 1	Poison SPider
Beakers	Set 2	St. Anthony
Beginning Career Awareness cards		Poison Spider - J. Judge
Business Careers Kit (filing system)	Set 1	Kelly Walsh
Business Careers Kit	Set 2	East Junior High
Camera Kit (6 cameras, and materials for development)		Pineview - J. Freeman
Camera Kit (same as above)		Willard
Career Awareness Bingo Games		Original 7 pilot schools
Career Development Program (set of 60 units)		East Junior High
Career Exploratory Kit (filing system)		Kelly Walsh
Careers in Art posters		East - A. Garcia
Career Insights and Self Awareteas kit	Set 1	St. Anthony
Career Insights and Self Awareness kit	Set 2	Fairdale
Career Insights and Self Awareness kit	Set 3	Manor Heights
Careers Picture Kit (covers 15 career aspects)		Pineview
Careers Picture Kit (same as above)	Set 2	St. Anthony
Check Your Business Manners		Kelly Walsh
Check Your Character Traits		Kelly Walsh
Check Your Physical Characters		Kelly Walsh
Check Your Voice Quality		Kelly Walsh

Clear Stencils for printing		Pineview
Coins (magnetic, enlarged)		Pineview
Coin Stamps		Pineview
Community Friends kit (12 colored community helpers)		University Park
Community Helpers (colorful cut-outs)		University Park
Community Helpers (stand-up posters)		University Park
Community Helpers at Work kit		University Park
Community Helpers at Work (40 stand-ups)		University Park
Community Helpers and Puppets		University Park
Community Workers and Helpers (30 giant size cards)		Poison Spider - J. Judge
Darkroom Equipment and materials		University Park
Desk Top Career Kit (filing system)		Kelly Walsh
DUSO Kits (D-1 and D-2)	Set 1	University Park
DUSO Kits	Set 2	Pineview
DUSO Kits	Set 3	Willard
DUSO Kits	Set 4	Manor Heights
DUSO Kits	Set 5	Fairdale
DUSO Kits	Set 6	Westwood
DUSO Kits	Set 7	Poison Spider
DUSO Kits	Set 8	Grant
DUSO Kits	Set 9	McKinley
DUSO Kits	Set 10	Evansville
DUSO Kits	Set 11	St. Anthony
DUSO Kits	Set 12	Mills
DUSO Kits	Set 13	Paradise Valley

Farm, The (activity unit kit)		University Park
Farm, The (flannel kit)		University Park
Film Equipment (camera, developing materials)		Manor Heights
Fit-A-Fraction Circles		Pineview
Focus on Self Development Kits Stage One - Awareness Stage Two - Responding Stage Three -Involvement		Pineview
Forestry Materials		Pineview - J. Freeman
Game-Sim Series 1 (learning component)		East Junior High
Geoshapes		Pineview - S. Russell
Hand Puppets of Community Helpers		Poison Spider - J. Judge
Health Careers Kit	Set 1	Kelly Walsh High School
Health Careers Kit	Set 2	East Junior High
Highway to Work and Play; Levels 1-4		Poison Spider
Home and Community Helpers (12 teaching pictures)		Pineview
I Win playing cards		Pineview - S. Russell
Industrial Arts and Vocation Posters		East Junior High
Industrial Careers Kit	Set 1	Kelly Walsh
Industrial Careers Kit	Set 2	East Junior High
Invisible Engine		Pineview - C. Carlsen
I Want To Be book trees	Set 1	Fairdale
I Want To Be book trees	Set 2	Manor Heights
I Want To Be book trees	Set 3	University Park
I Want To Be book trees	Set 4	CE Office
Labgrade Weight	Set 1	Poison Spider
Labgrade Weight	Set 2	St. Anthony
Jelly Bean Company Kit I and II (each kit includes 6 filmstrips and 6 cassettes)		CE Office

Leather - A Useful Material	Pineview
Leather Kits and Materials Contains 4 leather kits, mallets rounders, and tools	Pineview
Leisure Craft and Lifestyles	KW Home Ec Department
Looms for Weaving (15 hardwood looms)	Pineview
Magnetic Counting Game	Pineview
Math Fact Games (set of 5 games)	Pineview
Metal Type and Ink	Pineview
Metric System Chart	Pineview
Modern Workers for Career Awareness (set of 15 posters)	St. Anthony
Money Games	Pineview
Monopoly games	St. Anthony
Moving With Numbers	Pineview
Occupational Awareness Unit (Auto packet and Foreign Languages packet)	East
Occupational Filing Plan set	Kelly Walsh
Occupational Library File	Kelly Walsh
Occupations (puzzles)	Fairdale
Opportunities in Mathematics (20 posters)	St. Anthony
Ordinal/Cardinal Puzzles (flashcards)	Pineview
OVIS Tests and Scoring	Kelly Walsh
Pay The Cashier	Pineview
People We Know	University Park
Photography Equipment (developing materials and cameras)	East - S. King
Plastic Kit (molds, dyes, clear cast, etc)	Manor Heights
Plastic Molds (sea molds)	Manor Heights
Poster Set - Student Attitudes Builder (set of 40)	CE Office

Police and Fire Department Helpers (study prints)		University Park
Popper Numbers (flashcards)		Pineview
Probability Game		Pineview
Professional Careers Kit		Kelly Walsh
Puzzles (wooden career puzzles) Also includes puzzle case		Poison Spider - J. Judge
Roll and Read marble game		Pineview
Room Planning Kits		Pineview - C. Carlsen
Safety Goggles		Pineview - J. Freeman
School and School Helpers		Poison Spider - J. Judge
Science Careers Kit	Set 1	Kelly Walsh High School
Science Careers Kit	Set 2	East Junior High School
Semi-Skilled Careers Kit		Kelly Walsh High School
Shortcut game		Pineview
Spin-A-Top game		Pineview
SRA Cross Number Puzzlebox		Pineview
String Art		Pineview - J. Freeman
Study Prints (4 sets)		University Park
Study Prints - Early Careers (set of 12)		University Park
Succeeding on the Job (study guide)	Copy 1	Kelly Walsh
Succeeding on the Job	Copy 2	East Junior High
Supervising on the Job	Copy 1	Kelly Walsh
Supervising on the Job	Copy 2	East Junior High
Survival Knives (2)		Pineview - J. Freeman
Table Progress Game		Pineview
Tanning Kits (2 kits)		Pineview

Tanning Leather Kits and Alphabet Stamps	Pineview
Tanning Leather Craft Materials (rivet setter, buckles, tools belt strips, stamps)	Pineview
Tell Time Quizmo game	Pineview
Ten-Game (number combination game)	Pineview
Tin Curling and Cutting Shears	Pineview - R. Talkington
Tin Curling Tools (9 sets)	Pineview - R. Talkington
Values (study prints)	CE Office
Vocational Biographies (Career Library; 21 volumes)	East Library
Watch Us Grow Up grow chart	Pineview
Weather Flannel Board	Pineview
When I Grow Up I Want To Be	University Park
When I Grow Up I Want To Be (flannel board set)	Poison Spider - J. Judge

16 mm FILMS

Is A Career in Clerical Work For You?	CE Office
Is A Career in Electronics Manufacturing For You?	CE Office
Is A Career in Finance, Insurance or Real Estate For You?	CE Office
Is A Career in the Government For You?	CE Office
Is A Career in the Hotel/Motel Business For You?	CE Office
Is A Career in Machinery For You?	CE Office
Is A Career in Manufacturing For You?	CE Office
Is A Career in the Professions for You?	CE Office
Is A Sales Career For You?	CE Office
Is A Career in the Service Industry For You?	CE Office
Is A Career as a Technician For You?	CE Office
Public Speaking Fundamentals	KW-- D. Driscoll
Speech Skills - Using Your Voice Effectively	KW - D. Driscoll